VOCATIONAL
AND TECHNICAL
TRAINING
COLLABORATION

Plan

To meet the challenge of providing
access to training and qualifications
in all regions of Québec

Québec

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A flexible approach in the interests of regional prosperity

Being qualified for a trade or a profession is the best way to get a strong foothold in the marketplace, and vocational and technical training together constitute one of the best paths to this goal. In fact, a large percentage of the numerous jobs that will become available over the next few years will require such training. And Québec is fortunate to have high-quality educational programs.

However, some regions are experiencing a decrease in population and school enrollment. To ensure that there are a sufficient number of specialized teachers, to maintain facilities, laboratories and modern workshops, to help with the transfer of technology and to offer timely programs adapted to emerging needs, vocational training centres, CEGEPs and businesses must join forces to create a win-win situation. This is where collaboration comes in.

And since each region has a different reality, distinct economic resources and its own strengths, regional stakeholders must take advantage of the necessary latitude to effectively meet their particular needs. This is the approach we are advocating.

In short, the transition from vocational training to technical training should be a smooth process for any graduate wanting to pursue his or her studies. Several programs should enable those who possess the will and ability to do so to increase their competencies and gain access to higher education. Individuals and the community as a whole stand to benefit. The Vocational and Technical Training Collaboration Plan is designed to address this issue.

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A plus for Québec

Québec has significant vocational and technical training resources. Moreover, they are readily accessible and high in quality, and are backed up by modern equipment and infrastructures.

Strong points:

- Significant training resources available throughout Québec
  174 vocational training centres and 48 CEGEPs
- Highly diversified training
  Approximately 300 programs leading to a diploma issued by the Ministère de l'Éducation, du Loisir et du Sport as well as programs leading to an attestation issued by a teaching institution
- Government funding to ensure the quality of training and infrastructures
  $1.4B of government funds annually, in addition to student financial assistance
- Very satisfied employers
  90% of Québec's employers are very satisfied with our vocational and technical training graduates
- A high job placement ratio
  A placement rate in excess of 70%
- Updated programs
  Training programs were recently revised and equipment was modernized to meet higher standards of quality and relevance for the competencies required in the targeted technologies and trades
- A system that works

The Québec team placed first in the overall results for each of the six years it took part in the prestigious Canadian Skills Competition!

A plan to meet modern challenges

The government is adopting a plan to:

- **Maintain access to training** in a context shaped by population decline and shifts affecting several regions
  - A 30% reduction in school enrollments at the secondary level is anticipated in some regions.
  - At the same time, other regions, especially those with urban populations, will see significant spikes in population.

- **Help educational institutions experiencing difficulties** and consolidate these important development tools for regional populations and companies
  - One program authorization in five, and even one in three in certain regions, do not have new students in vocational training.
  - One technical program authorization in three has become vulnerable in half the regions due to a low number of enrollments. This situation affects even two out of three programs in certain regions.

- **Meet the pressing need for a qualified workforce** in Québec over the next few years and maintain a competitive edge
  - Staff shortages are expected in many sectors (e.g. health, construction). A large percentage of the many jobs that will become available will require vocational or technical training.

- **Enable students to make a smooth transition from one level of education to another** with no duplication of training, this being a longstanding goal
  - Only a hundred or so students progress directly from vocational training to a corresponding technical training stream.

- **Lead more youth and adults to acquire training that will qualify them for a trade or profession,** and facilitate ongoing upgrading
  - More than one in three people have no specific training for the job market upon leaving the school system.
  - Over 10% of secondary school graduates (in general education) do not pursue further studies.
  - 18% of 19-year-olds do not attend school and have not earned a secondary school diploma.

- **Consolidate the Québec vocational and technical training system by making it more coherent and efficient**

Immediate concrete action to launch the operation

Ministerial support of $26M over three years to develop solutions for all regions

Three priorities centred on collaboration

It is necessary to proceed differently, by facilitating the implementation of a partnership strategy leading to three work priorities in complementary fields of activity:

1. **Collaboration among vocational training and technical training institutions, along with regional dialogue**

2. **The harmonizing of vocational training and technical training programs, and the organization of training and services**

3. **Collaboration with the workplace**

This collaboration is **consistent with the respective missions and regulations** of school boards, in the matter of vocational training, and with those of CEGEPs, in the matter of technical training.

FIRST PRIORITY

Collaboration among vocational training and technical training institutions, along with regional dialogue

Primary avenues of activity

1. **Confer collaboration and coordination responsibilities** on local and regional vocational and technical training stakeholders in the concerned school boards and CEGEPs by means of a regional inter-level forum

2. **Provide the regions with the tools** required for a more flexible management of the supply of training
   - Provisional teaching authorizations to satisfy sporadic staffing needs; shared program authorizations enabling students to begin their studies at one institution and complete them at another; inter-institutional agreements that provide a quick response to temporary needs; etc.

3. **Set up a regional fund to support projects**
   - Through the progressive regionalization of funding sources for vocational and technical training, as established in conjunction with the partners
     - Work-study programs, entrepreneurship measures and the recognition of prior learning; etc.
   - Using savings stemming from greater cooperation and efficiency
     - Sharing rooms and equipment; grouping students who are in different programs but learning similar competencies within core curricula could help maintain access to programs while reducing costs; etc.
   - As well, each regional inter-level forum will have a transitional start-up budget while each regional fund is being set up.

     The transitional start-up budget for all of Québec is $15M, or $5M annually over a three-year period.

     - The parameters for the regional allocation of this budget will be established in the fall of 2006.
   - Each regional inter-level forum will report annually on the use of the funds received and the results obtained with regard to the objectives set, in keeping with a process previously agreed upon with the Minister.

Regional inter-level forums that play a central role

- To **ensure access** to viable quality training in the regions
  - An institution authorized to offer a training program could, for example, do so temporarily at an outside location, in order to accommodate students from its region who would otherwise have to travel large distances.
- To **optimize the use of the vocational and technical training resources** available throughout their territory
- To **ensure coherent regional action** with regard to vocational and technical training
  - To accomplish this, the regional inter-level forums must consult with the relevant associations recognized by civil society; regional job market partners, including employee and employer representatives (including representatives from the school system); students and the CRÉ.

Vocational and technical training mandates of the regional inter-level forum

To prepare regional development plans for training delivery, based on established ministerial guidelines:

- by keeping in mind the regional and interregional situation (with respect to anticipated staffing and employee requirements, all training institutions on the territory, and the specific needs of the English-speaking community)
- by relying on intra- and inter-level dialogue involving the training institutions
- after consulting with concerned stakeholders in the region
- by providing access to a wide range of programs targeting the most popular trades and techniques
  - For example: Automobile mechanics, accounting, nursing, etc.
- by relying on programs of study designed to strengthen regional economic niches
  - For example: Pulp and paper in Mauricie, minerals in Abitibi, fishing in Gaspésie, etc.
- by favouring the development of regional and supraregional centres of expertise entrusted with increased responsibilities in their field
  - For example: Offering professional development in teachers' fields of expertise, or taking in students who began their specialized training in other institutions.

Support for partnership initiatives and projects fostering the objectives of the Vocational and Technical Training Collaboration Plan

- For example: Building bridges between programs of study.

Regional complementarity of available resources through the sharing of expertise and the amalgamation of services

- For example: Setting up shared regional services for the recognition of prior learning.

Partnership initiatives

In order to get partnership initiatives off the ground, four projects will receive $150 000 in annual funding over a two-year period (for a total of $1.2M).

These start-up projects met the criteria set by the Comité de liaison de l'enseignement secondaire et de l'enseignement collégial. They are useful models for all the regions of Québec.

Lanaudière

The Commission scolaire des Affluents, the Commission scolaire des Samares and the Cégep régional de Lanaudière have joined forces with Emploi-Québec to offer their clients more fluid educational paths and to boost enrollment in vocational and technical training. A particularly interesting feature of this project is that it is designed to harmonize all the relevant programs and, in the long run, to offer a streamlined system comprising all vocational and technical training programs offered in the Lanaudière region.

Centre-du-Québec

The need for qualified staff is increasing in this region, while the number of students is decreasing. Faced with the need to maintain the development of vocational and technical training and create a new partnership, the Commission scolaire des Chênes, the Cégep de Drummondville and their regional partners decided to establish the Réseau des intervenants en formation professionnelle et technique (RIF) in the Drummond MRC.

The RIF will serve as a one-stop service, both for students and businesses. The recognition of prior learning, the promotion of continuing education and applied research, and services to businesses will be available at the same place.

Montérégie

The school dropout issue put the Commission scolaire de la Vallée-des-Tisserands and the Cégep de Valleyfield on the trail of new ways to proceed and new partnerships. They are striving for greater flexibility with regard to educational paths, clearer school and professional guidance, and a modular teaching approach to increase motivation among youth.

The school board and the CEGEP also resolved to combine their efforts to better serve businesses in the region through a one-stop service. In addition, partnerships with various organizations in the area, such as Emploi-Québec, the Centre local de développement, the Conférence régionale des élus and local businesses are planned within the framework of exchanges and collaborative activities.

Saguenay–Lac-Saint-Jean

Faced with a declining and ageing population and an exodus of young people out of their area, the Commission scolaire du Pays-des-Bleuets and the Cégep de Saint-Félicien are introducing mechanisms to keep as many students as possible in the region, and to better meet their particular needs, especially with regard to the forestry sector.

Possible approaches are reviewed in a search for greater complementarity and synergy with regard to the services and expertise developed. More flexible study paths also constitutes a goal, as does greater ease in graduating from vocational training to technical training.

SECOND PRIORITY

The harmonizing of vocational training and technical training programs, and the organization of training and services

Primary avenues of activity

1. **Facilitate graduates' transition from vocational training to technical training without any duplication of training**

   - A student might, for example, proceed immediately to the second year of a CEGEP program leading to a DCS in Farm Management on the strength of a DVS obtained in Dairy Production, or one could obtain a DCS in Nursing while saving 630 hours of training on the basis of competencies acquired as a nursing assistant.

   - The Minister will identify programs of study particularly suited for such purposes.
   - The Minister will support the adaptation of training to the particular needs of students in making a transition between programs, and especially with regard to the training required for such transition.
   - The Minister will support joint school board/CEGEP projects designed to build bridges between vocational training and technical training, and to introduce organizational methods that facilitate such transitions.

   A budget of $1.5M will be set aside for these projects over a three-year period.

   - Each school board and CEGEP will adopt an official statement outlining the policies and regulations that apply to the education paths of students making the transition from vocational training to technical training.

2. **In collaboration with those involved, develop methods of organizing training and services to ensure their accessibility, viability and quality**

   - To organize training, for example: grouping students who are learning similar competencies (e.g. special education and early childhood education) into a common core curriculum; using modules as both independent and cumulative stages in a training program (e.g. supervision of a production team or the optimization of technologies); making educational use of new technologies.

   From this perspective, a **budget of $1.7M** over a two-year period has been authorized to conduct five experimental ventures within the framework of the *Cegeps en reseau* project. The goal of this project is to maintain access to training in programs with low enrollment by developing new teaching approaches based on networking and telecollaboration among teachers and students from different educational institutions.

   - In the organization of services, for example, inter-level service points for businesses could be provided, or services could be improved at the regional level.

   To this end, **$2M in financial assistance** will be set aside annually for projects that focus on the regional organization of inter-level services for the recognition of skills and prior learning throughout Quebec.

   - Different services models and various forms of partnership could be developed within these projects, notably in collaboration with the business and university circles.

THIRD PRIORITY

Collaboration with the workplace

Primary avenues of activity

1. **Strengthen partnerships among teaching institutions offering vocational and technical training, and the workplace**
   - To this end, the Fédération des commissions scolaires du Québec, the Fédération des cegeps, the Fédération des chambres de commerce du Québec, the Conseil du patronat du Québec, the Fédération des travailleurs du Québec, the Quebec English School Boards Association, the Centrale des syndicats démocratiques and other interested stakeholders from the work and education sectors will help to solidify this partnership in various ways.
   - An annual budget of $200 000 over a two-year period will be available to support this partnership.

2. **Develop training services offered to businesses as well as in-house training, with the collaboration of stakeholders in the workplace**

3. **Add the following to the role of the Comité national des programmes d'études professionnelles et techniques (CNPEPT):**
   - Suggest common general guidelines to the Minister to ensure that the system is coherent throughout Québec.
   - Examine the development plans for the vocational and technical training offer proposed by regional consultation bodies, with regard to guidelines agreed upon.

   In addition, the Comité will oversee the plan's implementation and will report on the results at the end of three years.

The Comité national des programmes d'études professionnelles et techniques (CNPEPT) includes representatives from the three levels of education, the job market and the labour unions.
To date, the primary mandate of the Comité has been to examine programs of study and their distribution throughout Québec.

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